

Eastern Illinois University
New Course Proposal

CDS 4810, Sign Language and Deaf Culture for the Speech-Language-Pathologist

Please check one: ☒ New course ☐ Revised course

PART I: CATALOG DESCRIPTION

1. **Course prefix and number, such as ART 1000:** CDS 4810
2. **Title (may not exceed 30 characters, including spaces):** Sign/Deaf Culture for SLPs
3. **Long title, if any (may not exceed 100 characters, including spaces):** Sign Language and Deaf Culture for the Speech-Language-Pathologist
4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** (2-0-2)
5. **Term(s) to be offered:** ☐ Fall ☒ Spring ☐ Summer ☐ On demand
6. **Initial term of offering:** ☐ Fall ☒ Spring ☐ Summer **Year:** 2015
7. **Course description:** This course will introduce students to varied forms of manual communication (e.g., signed English, American Sign Language, Cued Speech) and Deaf Culture. Students will develop accuracy and fluency with receptive and expressive signing skills, including basic vocabulary and simple conversation.
8. **Registration restrictions:**
 - a. **Equivalent Courses**
 - **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).
None
 - Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course. ☐ Yes ☐ No
 - b. **Prerequisite(s)**
 - **Identify the prerequisite(s)**, including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course.
Admission to the CDS major
 - Indicate whether coding should be added to Banner to prevent students from registering for this course if they haven't successfully completed the prerequisite course(s). ☐ Yes ☒ No

If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course:
 - c. **Who can waive the prerequisite(s)?**
☐ No one ☒ Chair ☐ Instructor ☐ Advisor ☐ Other (Please specify)
 - d. **Co-requisites** (course(s) which MUST be taken concurrently with this one):
n/a
 - e. **Repeat status:** ☒ Course may not be repeated.
☐ Course may be repeated once with credit.

Please also specify the limit (if any) on hours which may be applied to a major or minor.

- f. Degree, college, major(s), level, or class** to which registration in the course is restricted, if any:
This course is restricted to students accepted in the CDS major.
- g. Degree, college, major(s), level, or class** to be excluded from the course, if any: Students not admitted to the CDS major.
- 9. Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive] n/a
- 10. Grading methods** (check all that apply): ☒ Standard letter ☐ CR/NC ☐ Audit ☐ ABC/NC
("Standard letter"—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

Please check any special grading provision that applies to this course:

- ☐ The grade for this course will not count in a student's grade point average.
- ☐ The credit for this course will not count in hours towards graduation.

If the student already has credit for or is registered in an equivalent or mutually exclusive course, check any that apply:

- ☐ The grade for this course will be removed from the student's grade point average if he/she already has credit for or is registered in _____ (insert course prefix and number).
- ☐ Credit hours for this course will be removed from a student's hours towards graduation if he/she already has credit for or is registered in _____ (insert course prefix and number).

11. Instructional delivery method: (Check all that apply.)

- ☒ lecture ☐ lab ☐ lecture/lab combined ☐ independent study/research
☐ internship ☐ performance ☐ practicum or clinical ☐ study abroad
☐ Internet ☐ hybrid ☐ other (Please specify)

PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:

- Acquire a core list of sign language vocabulary by reading and producing signs in class activities and projects
- Apply sign vocabulary and American Sign Language grammar in order to participate in sentence-level signing and basic conversation for class activities and projects
- Analyze and evaluate Deaf Culture perspectives on communication options and the historical basis of the cultural belief system

In addition to the above objectives, students enrolling for graduate credit will also demonstrate the following:

- Evaluate clinical resources and describe appropriate use of these materials for the prevention and intervention of hearing disorders

e. Document evidence related to clinical applications of visual communication modalities

a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:

- EIU graduates will write and speak effectively. (Objective c)
- EIU graduates will think critically. (Objectives b, c)
- EIU graduates will function as responsible citizens. (Objective c)

b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:

- Depth of content knowledge (Objectives a, c, e)
- Effective critical thinking and problem solving (Objectives b, c, d)
- Effective oral and written communication (Objectives b, c, d, e)
- Advanced scholarship through research or creative activity (Objective e)

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

| | Sign Quizzes | Content Quizzes | Teaching Presentation | Deaf Culture Project | Conversation Practical Final |
|--|--------------|-----------------|-----------------------|----------------------|------------------------------|
| Demonstrate comprehension and expression of a core list of sign language vocabulary by reading and producing signs in class activities and projects | X | | X | | X |
| Apply receptive and expressive sign vocabulary and American Sign Language grammar knowledge in order to participate in sentence level signing and basic conversation for class activities and projects | | X | X | | X |
| Explain Deaf Culture perspectives on communication options and the historical basis of the cultural belief system | | X | | X | |

Additional objectives for students enrolled for graduate credit:

| | Critique of Resources | Written Research Summary |
|--|-----------------------|--------------------------|
| Evaluate clinical resources and describe appropriate use of these materials for the prevention and intervention of hearing disorders | X | |
| Document evidence related to clinical applications of visual communication modalities | | X |

3. Explain how the instructor will determine students' grades for the course:

Sign Quizzes 65 points
Content Quizzes 50 points

| | |
|--|-------------------|
| Small Group Sign Teaching and Presentation | 50 points |
| Deaf Culture Project | 25 points |
| Conversation Project | 60 points |
| Total | 250 points |

| | |
|-------------|------------------|
| A = 90-100% | 225 – 250 points |
| B = 80-89% | 200 – 224 points |
| C = 70-79% | 175 – 219 points |
| D = 60-69% | 150 – 174 points |
| F = <60% | <150 points |

Graduate student projects will add an additional 50 points for a total of 300 points for the course:

| | |
|--------------------------|-----------|
| Critique of Resources | 30 points |
| Written Research Summary | 20 points |

| | |
|-------------|------------------|
| A = 90-100% | 270 – 300 points |
| B = 80-89% | 240 – 269 points |
| C = 70-79% | 210 – 239 points |
| D = 60-69% | 180 – 209 points |
| F = <60% | <180 points |

- 4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:**
- Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:**
 - Describe how the integrity of student work will be assured:**
 - Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):**

n/a

- 5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:**

- course objectives;**

In addition to the above objectives, graduate students will be required to:

- Evaluate clinical resources and describe appropriate use of these materials for the prevention and intervention of hearing disorders
- Document evidence related to clinical applications of visual communication modalities

- projects that require application and analysis of the course content; and**

- Present a review and critique of sign language resources, including APA reference, purchasing information, appropriate audience, and application of use in a home or clinical setting
- Analysis and synthesis of a research article including a written summary of the key findings and application of those findings for clinical decision making

- separate methods of evaluation for undergraduate and graduate students.**

Graduate student assignments will include 50 additional points to total for undergraduate requirements. The same grading scale will apply.

- 6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *.) n/a**

PART III: OUTLINE OF THE COURSE

The course will meet for thirty 50-minute class periods over 15 weeks or the equivalent.

| | |
|------------|---|
| Week 1 | History of Sign Language Defining Manually Coded Communication Options (e.g., Signed English, Signed Exact English) |
| Week 2 | Fingerspelling Numbers Sign Types and Signs Without English Translations |
| Week 3-4 | American Sign Language: Phonology, Morphology, & Syntax |
| Week 5 | Sign Vocabulary Evidence for use of Sign Language |
| Week 6 | Small Group Sign Teaching and Presentations |
| Week 7-9 | Sign Vocabulary & Concepts |
| Week 10 | Applying American Sign Language Phonology, Morphology, Syntax, and Vocabulary to Develop Conversations in Sign Language |
| Week 11-12 | Deaf Culture |
| Week 13-14 | Clinical Applications of Sign Language |
| Week 15 | Cued Speech |
| Week 16 | Final Conversation Project |

PART IV: PURPOSE AND NEED

- 1. Explain the department's rationale for developing and proposing the course.**
This course is being developed as part of the deletion of CDS 4800 Communication Modalities. This course will cover the Sign Language and Deaf Culture content which will be not be in CDS 4815. Developing this course into a 2 hour stand-alone course will allow for increased focus on functional use of sign language vocabulary and a more in-depth examination of Deaf Culture issues.
 - a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.**
 - b. If the course or some sections of the course may be technology delivered, explain why.**
- 2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.**
This course is designed as an introduction to sign language vocabulary and the use of sign for clinical purposes in the field of speech-language pathology. The course requires a basic understanding of typical communication development and of the impacts of hearing loss on communication, and thus is appropriate for undergraduate CDS majors. This is a 4000 level course in order to allow graduate students who have completed undergraduate degrees at other universities to enroll in this course. Sign Language is typically a stand-alone course at other universities.

If the course is similar to an existing course or courses, justify its development and offering.

- a. **If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal. n/a**
- b. **Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.**

The sign language and Deaf Culture content of CDS 4800 Communication Modalities will be deleted.

3. Impact on Program(s):

- a. **For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.**

This course is required for all undergraduate students in the CDS major.

- b. **For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.**

This course will be an approved elective.

If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned:

This course will initially be assigned to Dr. Angela Anthony or other qualified faculty member.

If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.

2. Additional costs to students: none

Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.)

3. Text and supplementary materials to be used (Include publication dates):

Jay, M. (2011). Don't Just Sign, Communicate! A Student's Guide to Mastering American Sign Language Grammar. Judea Media

Sternberg, M. L. A. (1998). American Sign Language Dictionary, 3rd Edition. Harper Perennial

PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this

course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

PART VII: APPROVALS

Date approved by the department or school: August 13, 2013

Date approved by the college curriculum committee: August 30, 2013

Date approved by the Honors Council (*if this is an honors course*):

Date approved by CAA: September 12, 2013 CGS:

*In **writing-active courses**, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

Student
Success
Center

<http://www.eiu.edu/~success/>

581-6696



<http://www.eiu.edu/~counsctr/>

581-3413

Career
Services

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Disability
Services

<http://www.eiu.edu/~disablty/>

581-6583